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ABSTRACT

The Associate Program for Adjunct Faculty (APAF) at College of the Canyons (CC) in Santa Clarita, California, includes instructional skills workshops and advanced teaching workshops designed to promote good teaching practices among part-time faculty. In March 1993, CC conducted a survey of teaching practices among the college's 160 part-time teaching faculty to determine whether the incidence of good teaching practices had increased among APAF participants as compared with non-participant adjunct faculty. Study findings, based on a 90% response rate (N=144), included the following: (1) among respondents, 32 had participated in the APAF, while 112 had not; (2) many of the best teaching practices had a high incidence of use among part-time faculty; (3) instructors who completed the APAF exhibited a higher usage of good teaching practices than adjunct faculty in general, with the greatest positive correlation found between APAF participation and giving post-tests at the end of class and in encouraging students to prepare together for classes and exams; (4) there was a moderate, negative correlation between level of APAF participation and inviting guest lecturers, although no other differences in the use of teaching methods among APAF participants and non-participants were found; and (5) while no significant differences were found between participants and non-participants in the use of student evaluation mechanisms, there was a moderate, negative correlation between APAF participation and using class tardiness in student evaluation. Data tables, analysis of responses by academic division, and the survey instrument, are included. (PAA)

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College of the Canyons
Santa Clarita Community College District

Survey of Teaching Practices
Spring 1993

by
Nancy J. Mattice
Russell C. Richardson

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Office of Institutional Development

JC 930 258

"I have become more daring in my teaching."
Associate Program Participant

ASSOCIATE PROGRAM FOR ADJUNCT FACULTY

SURVEY OF TEACHING PRACTICES
Spring 1993

In Summer 1992, the college received a $15,000 grant from the Fund for Instructional Improvement of the California Community Colleges Chancellor's Office. The grant was to fund the operation and evaluation of College of the Canyons' Associate Program for Adjunct Faculty for 1992-1993. The Associate Program is designed to improve the quality of instruction available at the college by increasing the incidence of good teaching practices among part-time faculty.

The first step in the evaluation process was the administration of the Survey of Part-time Faculty in Fall 1992. The survey was designed to determine adjunct faculty member's involvement with the college and to assess whether the Associate Program has made a difference in terms of the faculty member's sense of connection and commitment to the college. The results were presented in a January 1993 report.

The second step in the evaluation process was the administration of the Survey of Teaching Practices in Spring 1993. The survey was designed to determine whether the incidence of good teaching practices increases among Associate Program participants as compared to non-participant adjunct faculty.

Methodology

The data used in this study were gathered during the Spring semester of 1993 at College of the Canyons, a medium suburban community college with a student population of about 6,300, a full-time faculty of 70, and a part-time faculty of 179.

Nearly all the college's 160 part-time teaching faculty participated in the survey. Nineteen adjunct faculty were <u>not</u> surveyed since they held non-teaching positions.

A cover letter and copy of the survey were sent to the home address of each of the 160 adjunct faculty on March 10, 1993. A follow-up reminder postcard was mailed to non-respondents two weeks later on March 24th. After the elapse of another two weeks, a second copy of the survey was sent to non-respondents. A total of 144 part-time faculty responded, **for a response rate of 90.0 percent**.

Of the 144 respondents, 32 were Associate Program participants and the remaining 112 were called "Other part-time faculty" in this analysis.

The survey instrument included three sections which measured the frequency with which faculty made use of various 1) teaching practices 2) teaching methods, and 3) forms of evaluation. A copy of the survey instrument is included in Appendix A. Frequencies were tabulated for all variables, including the open-ended question. Crosstabulations were run by the Associate Program participant variable. Correlations were run between the levels of Associate Program participation and the frequency of usage of teaching practices, teaching methods and forms of evaluation. Scale scores were developed for individual faculty for teaching practices, teaching methods, forms of evaluation used, and class hand-outs distributed. Means of the scale scores were run and comparisons made between the three levels of Associate Program participants and non-participants.

Associate Program for Adjunct Faculty

Survey of Teaching Practices
Spring 1993

Part I.

Teaching Practices of Part-time Faculty

ASSOCIATE PROGRAM FOR ADJUNCT FACULTY

SURVEY OF TEACHING PRACTICES
SPRING 1993

Of the 160 part-time teaching faculty at the college, 144, or 90%, responded to a survey about their teaching practices.

TEACHING PRACTICES

The following percentage of Adjunct Faculty indicated that they use the following teaching practices either "Often" or "Very Often."

93.6% Normally return examinations and papers within a week
86.1% At the beginning of each class period, state specific objectives for the day

83.9% Use classroom techniques that prompt students to engage in critical thinking
78.2% Give daily or weekly homework assignments

73.9% Do research on or analysis of my own teaching techniques or practices
70.9% Give students written comments on their strengths and weaknesses on exams and papers

69.5% Encourage students to prepare together for classes or exams
67.9% Use classroom feedback techniques to assess students' perceptions of me and the class

63.8% Ask students to explain ideas to each other in class
51.4% Use methods and subject matter that prompt students to explore societal diversity and multiculturalism

46.9% Create study groups or project teams, or use other forms of cooperative learning within the course
46.9% Ask students to undertake research or independent study

42.7% Ask students to present their work to the class
41.1% Give quizzes during class

31.5% Ask students to evaluate each other's work
28.3% Give students a short post-test, oral or written, at the end of the class period

17.6% Give students a pre-test at the beginning of each course

TEACHING METHODS

The following percentage of Adjunct Faculty indicated that they use the following teaching methods either "Often" or "Very Often."

85.4% Lecture
76.6% Class discussions
64.5% Hands-on activities

60.2% Question and answer reviews
54.3% Demonstrations
35.9% Writing activities during class

30.8% Overhead transparencies
28.9% Small group discussions
26.4% Case studies

22.3% Videotapes/films
22.0% Simulations and role-playing
12.6% Computer-aided instruction

9.0% Field trips
8.4% Audio tapes
7.7% Slides

7.7% Guest lecturers

FORMS OF EVALUATION

The following percentage of Adjunct Faculty indicated that they use the following forms of evaluation either "Often" or "Very Often."

82.0% Class attendance
76.1% Regular homework assignments
75.7% Class participation

61.3% Penalty for missed deadlines
51.4% Multiple choice tests
43.6% A written report

42.2% Tardiness in attendance
42.0% Essay tests
42.0% Regular writing assignments

37.7% Fill-in tests
34.5% Graded in-class writing activity
32.6% Lab projects in class

31.2% Oral report in class
29.8% Independent research on a subject of interest to the student
22.2% Group project prepared in class

20.2% Oral quizzes
20.2% Formal research paper with footnotes
17.3% Group project prepared outside of class

16.3% Keeping a journal
15.9% Pop quizzes
14.4% Open-book tests

8.7% Formal speech in class

CLASS HAND-OUTS

The following percentage of Adjunct Faculty indicated that they normally hand out the following items to students at the beginning of the semester.

97.2% A course outline/syllabus
93.8% Grading criteria for the class

73.6% Content objectives
66.7% A week-by-week class schedule

0.7% Nothing. Students take notes on class requirements.

Associate Program for Adjunct Faculty

Survey of Teaching Practices
Spring 1993

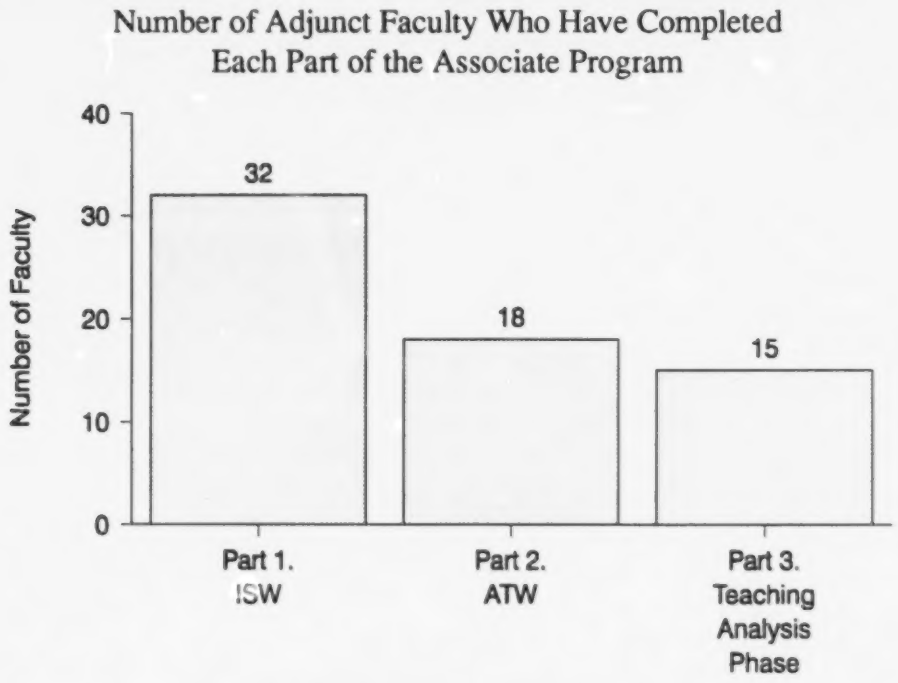
Part II.

Incidence of Good Teaching Practices

Associate Program Participants
Compared to
Non-Participants

A. ASSOCIATE PROGRAM PARTICIPANTS

Of the 144 part-time faculty respondents, 32 had completed one or more sections of the Associate Program. The following bar chart shows the number of part-time faculty who completed each part.



B. LEVEL OF PARTICIPATION

To determine if the Associate Program has increased the incidence of good teaching practices, we compared the responses of Associate Program participants to non-participants. Since there are three levels of program completion, we grouped the responses of faculty who had completed each of the three levels. Thus, a respondent was classified into one of four categories:

Group 1. Non-participant
Group 2. Completed the Instructional Skills Workshop (ISW) only
Group 3. Completed both the ISW and Advanced Teaching Workshop (ATW)
Group 4. Completed all three parts of the Associate Program

The following number of faculty respondents were in each group:

Group 1.	111
Group 2.	14
Group 3.	3
Group 4.	15
TOTAL	143

We calculated the means, standard deviations, variances and one-way analysis of variance (ANOVA) for each of the subgroups for all of the 17 teaching practices variables, the 16 teaching methods variables, and the 22 forms of evaluation variables. ANOVA is an appropriate technique when comparing means from more than two samples (McCall, p. 236).

The basic assumption was that those who completed all three levels of the Associate Program would have higher mean scores than non-participants. While there wasn't an assumption that the mean score for each of the variables would increase as the level of participation in the Associate Program increased, we decided to explore this concept in the data analysis. We wanted to see if there was a progression in the means from low to high, from Group 1 to Group 4.

C. FINDINGS

TEACHING PRACTICES

Comparison of Means

Part I of the survey asked faculty to indicate how often they used each of 17 teaching practices. A copy of the survey is included in Appendix A. Significant differences at the .05 level were found in only four of the seventeen practices. They are presented in the following table:

Item	Mean Score			
	Group 1	Group 2	Group 3	Group 4
	N = 111	N = 14	N = 3	N = 15
1. I give daily or weekly homework assignments.	3.4	3.0	1.7	3.9
2. I give my students written comments on their strengths and weaknesses on exams and papers.	3.2	3.0	1.3	3.5
3. I encourage my students to prepare together for classes or exams.	2.9	3.3	3.7	3.6
4. I give my students a short post-test, oral or written, at the end of the class period.	1.8	2.2	1.7	2.8

While significance was found to exist for the first and second teaching practices noted above, the low mean scores for Group 3 — the ISW + ATW completers, provide the greatest variance. The means for Group 3 can be called into question because of its small N (only 3 members). If we eliminate this group from consideration, the sequence of the mean scores for the last two items fit the assumption. For item 3, Group 1 -- non-participants, had a mean score of 2.9, Group 2 -- ISW only had a mean of 3.3 and Group 4 --those who completed all three levels, had a mean of 3.6. The progression also holds true for item 4. The differences between the three group means for items 3 and 4 reflect population differences.

Teaching Practices Scale Score

Rather than look at individual items, we created a scale score for each respondent, adding together their response to each of the 17 teaching practice variables. An individual scale score could range from 0 to 51 depending upon how often a faculty member indicated that they used all 17 teaching practices. Responses were scored in the following manner. If a faculty member checked "never" a score of 0 was added for the item. If "Occasionally" a value of 1, "Often" a value of 2, and "Very Often" a value of 3. The values for each of the 17 items were added together to create a Teaching Practices Scale Score for each respondent. The scale score of faculty respondents ranged from a low of 11 to a high of 49. The median was 30.

We ran means and one-way ANOVA of the Teaching Practices Scale Score to compare the four levels of Associate Program participants. The results follow:

	Mean
Group 1 - Non-Participants:	29.2
Group 2 - ISW Only:	28.9
Group 3 - ISW + ATW:	25.0
Group 4 - All three:	34.5

The differences approached a level of significance (.0619). There was higher usage of good teaching practices by those who had completed all three levels of the Associate Program than for non-participants (means of 34.5 versus 29.2).

TEACHING METHODS

Comparison of Means

Part II of the survey asked faculty to indicate how often they used each of 16 teaching methods, such as small group discussion or case studies. There were no significant differences found for the 16 teaching methods.

Teaching Methods Scale Score

A Teaching Methods Scale Score was created in the same manner as the scale score for teaching practices. An individual scale score could range from 0 to 48. The scale scores of the faculty respondents ranged from a low of 3 to a high of 34. The median was 18.

The means for the four levels of Associate Program participants follow:

	Mean
Group 1 - Non-Participants:	18.7
Group 2 - ISW Only:	16.9
Group 3 - ISW + ATW:	16.7
Group 4 - All three:	18.6

The differences between the means were not significant. The greatest differences would be expected between non-participants (Group 1) and Group 4, those who have completed all the components of the program. There was very little difference between the means of these two groups (18.7 versus 18.6).

FORMS OF EVALUATION

Comparison of Means

Part III of the survey asked faculty to indicate how often they used each of 22 forms of evaluation, such as class participation and attendance. There were no significant differences found.

Forms of Evaluation Scale Score

A Forms of Evaluation Scale Score was created with a range of 0 to 66. The scale scores of the faculty respondents ranged from a low of 5 to a high of 49. The median was 25.

The means for the four levels of Associate Program participants follow:

	Mean
Group 1 - Non-Participants:	26.2
Group 2 - ISW Only:	25.9
Group 3 - ISW + ATW:	19.3
Group 4 - All three:	27.9

The differences between the means were not significant. There was only a moderate increase in the means of non-participants as compared to Group 4 (26.2 versus 27.9).

CLASS HAND-OUTS

Class Hand-Outs Scale Score

Part IV of the survey asked faculty what they normally handed out to students at the beginning of the semester. We created a scale score from the four possible responses with a range of 0 to 4. The scale scores of faculty respondents ranged from a low of 0 to a high of 4. The median was 4.

The means of the four levels of Associate Program participants follow:

	Mean
Group 1 - Non-Participants:	3.4
Group 2 - ISW Only:	2.9
Group 3 - ISW + ATW:	3.3
Group 4 - All three:	3.4

The difference between the means were not significant.

CORRELATIONS

Next, we ran correlations of the Associate Program participant level variable with each of the three sets of variables — teaching practices, teaching methods and forms of evaluation.

There were only two of the 17 teaching practices variables that had a moderate and significant correlation to levels of Associate Program participation. The first was:

I give my students a short post-test, oral or written, at the end of the class period.

.3021 correlation coefficient
.001 level of significance

The second was:

I encourage my students to prepare together for classes or exams.

.2598 correlation coefficient
.003 level of significance

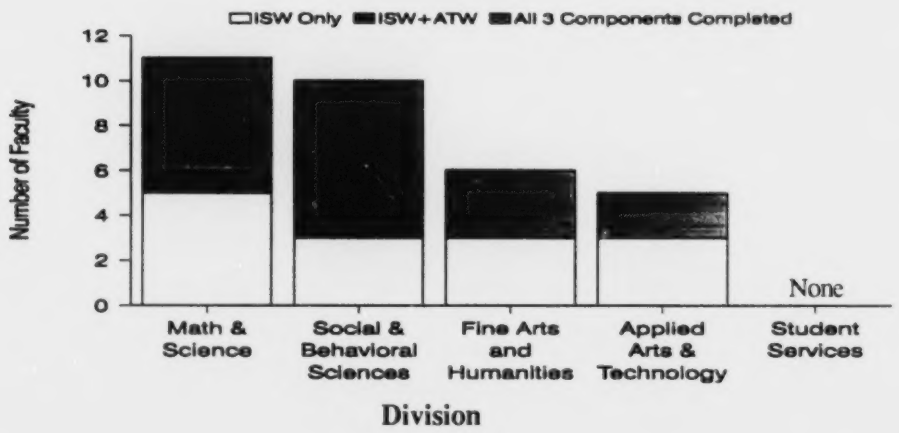
Only one of the 16 teaching methods variables showed a level of significance. There was a moderate and negative relationship between levels of Associate Program participation and inviting guest lecturers (-.1751 correlation coefficient, .045 level of significance).

Only one of the 22 forms of evaluation variables showed a level of significance. There was a moderate and negative relationship between levels of Associate Program participation and using class tardiness as a means of evaluating students (-.1766 correlation coefficient, .046 level of significance).

DIFFERENCES BY DIVISION

To test whether there were differences in the effects of the Associate Program by academic area, we divided Associate Program participants according to their Division. Appendix B contains the number of Associate Program respondents by their academic area and Division. The following bar chart shows the number and level of Associate Program participants by Division. No faculty from the Student Services Division have participated in the Associate Program. It was dropped from further analysis.

Number and Level of Associate Program Participants by Division



We ran the mean procedure, including ANOVA, to determine whether significant differences resulted among Associate Program participants between the four academic groups across the 17 teaching practices variables, the 16 teaching methods variables and the 22 forms of evaluation variables.

Teaching Practices by Division

The mean scores on five of the 17 teaching practices variables were found to be significantly different at the .05 level by the Division of the Associate Program respondent.

Item	Associate Program Participants			
	Math/ Science	Social/ Behavioral Sciences	Fine Arts/ Humanities	Applied Arts/ Technology
	N = 11	N = 10	N = 6	N = 5
1. I create study groups or project teams, or use other forms of cooperative learning within my courses.	2.0	2.4	**3.8**	3.2
2. I ask my students to present their work to the class.	1.8	2.3	**3.3**	2.6
3. I ask my students to undertake research or independent study.	1.8	**3.0**	2.8	2.4
4. I use methods and subject matter that prompt students to explore societal diversity and multiculturalism.	1.6	3.0	**3.5**	2.2
5. I do research on or analysis of my own teaching techniques or practices.	2.9	2.7	**3.8**	3.2

In reviewing the five items, it is evident that the Associate Program participants from the Fine Arts and Humanities Division report the greatest usage of four of the five teaching practices. For item 3, Associate Program participants from the Social and Behavioral Sciences Division report the highest usage of asking their students to undertake research or independent study.

Teaching Methods by Division

The mean scores of three of the 16 teaching methods variables were found to be significantly different at the .05 level by the Division of the Associate Program respondent.

Item	Associate Program Participants			
	Math/ Science	Social/ Behavioral Sciences	Fine Arts/ Humanities	Applied Arts/ Technology
	N = 11	N = 10	N = 6	N = 5
1. Class discussions	2.5	3.5	**3.8**	3.6
2. Small group discussions	1.5	2.1	**3.3**	2.8
3. Case studies	1.4	2.3	1.4	**3.0**

In reviewing the three items, it is evident that Associate Program participants from the Fine Arts and Humanities Division report the greatest usage of class discussions and small group discussions in contrast to participants from the Mathematics and Science Division, who report least the use of these two methods. Case studies are most used by the participants from the Applied Arts and Technology Division.

Forms of Evaluation by Division

The mean scores on seven of the 22 forms of evaluation variables were found to be significantly different at the .05 level by the Division of the Associate Program respondent.

	Associate Program Participants			
	Math/ Science	Social/ Behavioral Sciences	Fine Arts/ Humanities	Applied Arts/ Technology
Item	N = 11	N = 10	N = 6	N = 5
1. Formal research paper with footnotes.	1.1	2.2	**2.8**	1.0
2. A written report.	1.6	2.7	**3.5**	2.0
3. Oral report in class.	1.5	2.2	**3.2**	2.6
4. Group project prepared in class.	1.0	2.1	**2.5**	1.8
5. Regular writing assignments.	1.3	2.2	**3.7**	2.0
6. Multiple choice tests.	2.2	**3.5**	2.0	3.4
7. Keeping a journal.	1.2	1.3	**2.8**	1.8

In reviewing the seven items, it is evident that the Associate Program participants from the Fine Arts and Humanities Division report the greatest usage of six of the seven forms of evaluation. Three of the items are concerned with producing written materials, a format that is well used in English and Journalism courses. The final item, use of multiple choice tests, was most used by Associate Program faculty from the Social and Behavioral Sciences.

CHANGES IN TEACHING PRACTICES

Associate Program participants were asked to indicate what changed about their teaching practices, if anything, as a result of their participation in the program.

The open-ended responses were grouped by the following categories:

Short post-tests at the end of class

- More pre-test, presentation, post-test.
- Oral pre-tests and oral post-tests.
- I became more aware of the need for class feedback on perceptions of me and the course and course content. I do not give a pre-test at the beginning of the course because I realize that most entering students are neophytes in history, but I have come to emphasize very strongly the common post-testing techniques (oral quiz at the end of lecture and prep. for exams) to ensure that students are getting what I think I imparted.
- Oral post-test after lecture. Ask for student feedback about techniques.

Stating objectives for the class period

- Making daily objectives clear.
- Clarifying objectives at the start.
- Importance of objectives — including a "method" of teaching.
- I am more aware of my objectives and spell them out clearly for my class.
- Stating objectives, asking student feedback on projects.
- More aware of stating objectives; student viewpoints.
- I became more conscious of making sure that I was meeting my objectives for the course through several different methods.
- State objectives at every class meeting.
- Awareness of spoken objectives.
- Goals in daily classroom contact.
- Clearer unit objectives and feedback. More short tests.

Responding to different learning styles

- Use different means of evaluating student learning.
- Understand how different methods must be used to reach students.
- Greater sensitivity to students of differing backgrounds.

Other comments

- Have become more daring in my teaching.
- I am willing to take more risks and try different teaching techniques.
- Sharpened my focus on individual sessions, and my focus on continued self-examination of teaching methods and materials.
- Incorporated group reports relating to assigned material.
- I learned new teaching methods and practices that I have used ever since!
- More attention to outline and organization of lectures.
- Lecture outline for each lecture.
- More class participation activities.
- Awareness of different techniques.

Some of the participants' open-ended comments support the significant differences found in the data analysis. The use of short post-tests was found to show a significant difference between faculty who had not participated in the Associate Program and those that had. While many of the participants noted the increased use of stating class objectives in their comments, this item did not show up as having significant differences by level of Associate Program participation.

D. DISCUSSION

The general survey of teaching practices and methods reveals an adjunct faculty with many strengths. The faculty are aware of a variety of techniques and methods. Many of the best practices have a high incidence of use in the classroom. For instance, 97% distribute a written handout at the beginning of the course; 93% return examinations within a week; and 84% use techniques that prompt students to engage in critical thinking. To their credit, instructors use more than one method. Interestingly, 74% view themselves as doing research or analysis on their own teaching.

Most importantly, instructors who had completed the Associate Program exhibited a higher usage of good teaching practices than the adjunct faculty in general. This did not hold true, however, for each individual phase of the program. This result is not surprising given that each phase has its own particular orientation and targets specific practices. In other words, changes in a specific practice are more likely to be detected after a particular phase while changes in general practices will be the product of a cumulative effect.

The lack of significant differences between Associate Program participants and non-participants is noteworthy because the program does stress using a variety of methods. We would need to consider whether this is a product of the fact that a high proportion of the faculty already use a variety of teaching methods or whether the emphasis on variety in the program simply isn't having an effect on classroom practices. The Program places no particular emphasis on evaluation. Therefore, finding no significant differences in these practices is not surprising.

Finding a significant correlation between participation in the Program and the use of a post-test was particularly noteworthy. The use of a post-test is a fundamental feature of the Instructional Skills Workshop and the techniques of classroom assessment are stressed in general. The Program also promotes active learning and cooperative learning. The significant correlation between participation and encouraging students to prepare together for classes or exams may be attributable to this emphasis.

The differences in practices, methods, and evaluation by Division are likely a product of the nature of the subjects taught in those Divisions. The program does not emphasize one Division over another or tailor workshops to the needs or practices of a Division. However, these results are noteworthy in that they indicate that some Divisions are more likely to respond to the Program positively. The types of techniques and methods stressed by the Program may be more applicable in some Divisions and less in others.

The open-ended responses are particularly heartening because they reveal a heightened awareness of some of the key elements of the Program. The use of post-tests appears again as a significant outcome of participation. Using daily objectives is emphasized in the Instructional Skills Workshop and knowing that it is making a lasting impression is helpful. Using different learning styles, taking risks and experimenting with new techniques are all part of the comments that indicate participants see the Program as the impetus for significant changes in their teaching.

E. IMPLICATIONS FOR THE PROGRAM

The survey shows that, in general, the faculty who might become program participants are aware of a variety of teaching methods and practices. This confirms that the program will be best served by emphasizing specific practices with which we believe fewer faculty are aware or those that are underutilized. Using the program

to convey a general message about the importance of varying methods may not be as effective as emphasizing the merits of a specific approach.

The messages conveyed by the Instructional Skills Workshop appear to be the most influential, particularly the use of objectives and post-tests. This may be a result of the experiential nature of the ISW in comparison to the Advanced Workshop and the repetition of these points in the workshop. The Program should consider redesigning the Advanced Teaching Workshop to emphasize fewer major points. The workshop might also be designed to be more experiential, requiring the participants to practice the skills or concepts discussed. Using the case study method should be considered.

The differences in Divisions indicate that the Program is not affecting all Divisions equally. The type of practices and methods emphasized may simply be more applicable and/or more appealing to instructors in the Fine Arts/Humanities and Social/Behavioral Sciences Divisions. The Program should consider whether there are other practices and methods which would be more applicable to the Math/Science and Applied Arts/ Technology Divisions. Investigating whether curricular or departmental requirements in these Divisions inhibit the use of certain teaching practices would also be worthwhile.

F. FUTURE RESEARCH

Future surveys should focus on the specific practices and methods that are emphasized in the program. To what degree are post-tests used in the classroom, what types are used, are they effective, and so on. This will get us closer to determining if we are having a fundamental effect on classroom teaching and learning.

The differences in adjunct faculty and the full-time faculty should be explored. If the full-time faculty are not using these methods and practices to the same degree, then the college should consider whether successful parts of the program should be made available to full-time faculty.

Student evaluations should be considered. First, student evaluation data is already available from the college evaluations and could be used to compare adjunct instructors before and after entering the program. Second, adjunct instructors who have completed the program could be compared to a generalized result for other adjunct instructors. Finally, a special student evaluation could be designed to gauge whether students perceive these practices and methods to be used in the classroom to the same degree and in the same way that instructors perceive them.

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ASSO15.FW4

Appendix A.

Survey of Teaching Practices

CODE # _____

ALL RESPONDENTS
N = 144/160
Response Rate = 90.0%

ASSOCIATE PROGRAM FOR ADJUNCT FACULTY

SURVEY OF TEACHING PRACTICES
Spring 1993

PART I: TEACHING PRACTICES

Directions: Please mark the response which best indicates how often you do each of the following.

Percentage = "Often" + "Very Often"

Never (1)
Occasionally (2)
Often (3)
Very Often (4)

MEAN		Percentage	N = 141	
2.4		41.1%		1. I give quizzes during class.
3.3		78.2	142	2. I give daily or weekly homework assignments.
3.7		93.6	141	3. I normally return examinations and papers within a week.
3.2		70.9	141	4. I give my students written comments on their strengths and weaknesses on exams and papers.
1.7		17.6	142	5. I give students a pre-test at the beginning of each course.
3.4		86.1	144	6. At the beginning of each class period, I state specific objectives for the day.
2.0		28.3	141	7. I give my students a short post-test, oral or written, at the end of the class period.

Never
Occasionally
Often
Very Often

3.0		69.5%	141	8. I encourage my students to prepare together for classes or exams.
2.1		31.5	143	9. I ask my students to evaluate each other's work.
2.9		63.8	141	10. I ask my students to explain ideas to each other in class.
2.5		46.9	143	11. I create study groups or project teams, or use other forms of cooperative learning within my courses.
2.5		42.7	143	12. I ask my students to present their work to the class.
2.5		46.9	143	13. I ask my students to undertake research or independent study.
2.9		67.9	141	14. I use classroom feedback techniques to assess students' perceptions of me and the class.

Never / Occasionally / Often / Very Often				
				142
2.6			51.4%	15. I use methods and subject matter that prompt students to explore societal diversity and multiculturalism.
				143
3.3			83.9	16. I use classroom techniques that prompt students to engage in critical thinking.
				142
3.0			73.9	17. I do research on or analysis of my own teaching techniques or practices.

PART II: TEACHING METHODS

Directions: Please mark the response which best indicates <u>how often</u> you use each of the following teaching methods.

Never / Occasionally / Often / Very Often				
Mean				
3.5			85.4%	18. Lecture. 144
3.2			76.6	19. Class discussions. 141
				142
2.2			28.9	20. Small group discussions.
				144
2.9			64.5	21. Hands-on activities.
1.9			22.3	22. Videotapes/films. 144
1.4			7.7	23. Slides. 143
				143
2.0			30.8	24. Overhead transparencies.
1.4			8.4	25. Audio tapes. 144
1.6			7.7	26. Guest lecturers. 143
2.6			54.3	27. Demonstrations. 142

Never / Occasionally / Often / Very Often				
1.5			9.0%	28. Field trips. 144
2.3			35.9	29. Writing activities during class. 142
2.0			26.4	30. Case studies. 140
2.8			60.2	31. Question and answer reviews. 143
1.5			12.6	32. Computer-aided instruction. 143
1.8			22.0	33. Simulations and role-playing. 141
3.5			85.7	34. Other. Please specify. 21

_____

_____

PART III: EVALUATION

Directions: Please mark the response which best indicates <u>how often</u> you use each of the following forms of evaluation.

Never / Occasionally / Often / Very Often				
Mean				
3.4			82.0%	35. Class attendance. 144
				142
2.4			42.2	36. Tardiness in attendance.
2.9			61.3	37. Penalty for missed deadlines. 142
3.1			75.7	38. Class participation. 144
2.1			34.5	39. Graded in-class writing activity. 139
1.7			20.2	40. Formal research paper with footnotes. 139

Never	Occasionally	Often	Very Often		
2.4	___	___	43.6%	41. A written report.	140
2.2	___	___	31.2	42. Oral report in class.	141
1.4	___	___	8.7	43. Formal speech in class.	139
1.8	___	___	22.2	44. Group project prepared in class.	140
1.7	___	___	17.3	45. Group project prepared outside of class.	139
3.3	___	___	76.1	46. Regular homework assignments.	142
2.4	___	___	42.0	47. Regular writing assignments.	138
2.1	___	___	29.8	48. Independent research on a subject of interest to the student.	141
1.7	___	___	20.2	49. Oral quizzes.	139
1.8	___	___	15.9	50. Pop quizzes.	139
2.6	___	___	51.4	51. Multiple choice tests.	140
2.3	___	___	37.7	54. Fill-in tests.	138
2.4	___	___	42.0	55. Essay tests.	138
1.6	___	___	14.4	56. Open-book tests.	139
1.6	___	___	16.3	57. Keeping a journal.	141
2.0	___	___	32.6	58. Lab projects in class.	141
3.6	___	___	93.8	59. Other. Please specify.	16

_____

_____

IV. CLASS HAND-OUTS

60. What do you normally handout to students at the beginning of the semester? Check all that apply.

- 0.7% Nothing. Students take notes on class requirements.
- 97.2 A course outline/syllabus.
- 66.7 A week-by-week class schedule.
- 93.8 Grading criteria for the class.
- 73.6 Content objectives.
- ___ Other. Please specify 37 _____

_____

V. ASSOCIATE PROGRAM FOR ADJUNCT FACULTY

61 I have participated in the Associate Program for Adjunct Faculty at College of the Canyons.

- 23.8% Yes (34)
- 76.2 No, skip to question 64. (109)

62. If yes, check all sections of the program you have completed.

N	
32	Instructional Skills Workshop
18	Advanced Teaching Workshop
15	Teaching Analysis Phase

63. If yes, what changed about your teaching practices, if anything, as a result of your participation? _____

_____

_____

_____

VI. TEACHING EXPERIENCE

64. In which Division do you teach? 144

32.6% Social and Behavioral Sciences
16.7 Applied Arts and Technologies
25.7 Mathematics and Sciences
24.3 Fine Arts and Humanities
0.7 Student Services.
-- Unsure. I teach courses in _____

65. How long have you taught?

(1) At College of the Canyons: 143
Mean = 3.8 years. Median = 3.0

(2) Anywhere (indicate the total number of years you have taught, including COC): 133
Mean = 10.7 years. Median = 8.0

Please return the survey to Nancy Mattice's mailbox by March 24, 1993, or send to:

Nancy J. Mattice
Assistant Dean of Institutional Development
College of the Canyons
26455 North Rockwell Canyon Road
Santa Clarita, CA 91355-1803

Appendix B.

Associate Program Respondents by Division

Associate Program Respondents by Division

1. Social and Behavioral Sciences (10)

Information Management - 1
History - 2
Business/Management - 1
Political Science - 3
Psychology - 2
Business - 1

2. Mathematics and Sciences (11)

Chemistry - 1
Mathematics - 6
Biology - 3
Health Science - 1

3. Applied Arts and Technologies (5)

Quality Technology - 1
Child Development & CDC - 1
Environmental Control - 1
Computer Science - 1
Real Estate - 1

4. Fine Arts and Humanities (6)

Spanish - 1
English - 3
Speech - 1
Art - 1

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